

**CORRECTIVE TEACHER FEEDBACKS IN WRITING
CLASS AT ENGLISH DEPARTMENT**

THESIS

Submitted in Partial Fulfillment of the Requirements
for Gaining A Bachelor Degree of
English Language Education



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Wassalamu 'alaikum Wr. Wb.

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DEDICATION

This thesis is dedicated to UIN Walisongo Semarang in particular English Department, all English teachers, and everyone who supported me in accomplishing the thesis, especially my beloved parents Mr. Supari and Mrs. Nur Saudah who always give prayers and motivation. Thank you very much for giving the writer support.

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“Do something today that your future self will thank you for”

-Sean Patrick Flanery

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

“Maka barangsiapa mengerjakan kebaikan seberat zarrah, niscaya dia akan melihat (balasan)nya” – QS. Az – Zalzalah : 7

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Semarang, 10 December 2022

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ABSTRACT

Nurul Istiqomah, 1703046004, 2022, *Corrective Teacher Feedbacks In Writing Class At English Department*, Thesis, English Education Department, Walisongo State Islamic University Semarang. Advisor: Daviq Rizal, M.Pd.

This study's objective is to find out the types of corrective feedbacks that the teacher use in writing class and how does the teacher give the corrective feedback to the student. This study was carried out at the Islamic State University of Walisongo in Semarang. This research is conducted with qualitative research and focused on qualitative descriptive approach to describe the types functions, and dominant types of teacher corrective feedbacks in teaching writing at Walisongo State Islamic University. In determining this research, the researcher used some instruments to collect the data, there are questionnaires and interviews. The questionnaire was filled out using a Google Form with 43 students and from the 5rd semester and Interviews were conducted with representatives of 12 students via WhatsApp chat. Based on responses from participants, the result indicates that the type of corrective feedback that the teacher use in writing class is oral and written feedback. The student stated that the teacher prefer give written feedback with indirect, then next explained in front of class and face to face with the student. The english teachers implemented oral and written corrective feedback in teaching learning process. In operating oral corrective feedback, the teacher explain directly the mistake that exist on student writing. The teacher correct students' writing and immediately explain in front of the class, sometime the teacher provide oral feedback but not always in front of class, can also when the teacher discussed the errors on students writing assignments when face to face with the student. Therefore, the researcher has pedagogical suggestions for the students, teachers, and future research.

Keywords: Corrective Feedback, Oral Feedback, Written Feedback, Writing Class

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction of the study. This chapter consists of five parts. There is a Background of the study, Research questions, The objectives of the research, Limitation of the reasearch and Significances of the research.

A. Background of The Study

Writing as one of the four English abilities is always one of the English skills that many students explore to learn in English language classes. Many individuals believe they must learn English, particularly English writing. They need to learn English for a variety of reasons. For instance, it can be employed in a professional or academic context. Second, English department students can use it to prepare for their final academic assignment and thesis writing. As a result, writing serves the same purpose as the other language skills to serve the needs of students. In line with this, Walsh stated that writing is critical it is widely used in both higher education and the workplace. Students who cannot express themselves in writing will struggle to communicate effectively with professors, employers, peers, and just about anyone else. Proposals, memos, reports, applications, preliminary interviews, e-mails, and other forms of professionals communication are all part of

college students or successful graduate's daily life¹. One issue with writing is a lack of ideas, since learners do not plan for time. Sometimes learners are confused about how to begin writing. Grammatical errors, a lack of vocabulary, writing anxiety, and a bad organizational structure are all related to writing issues. This indicates that students need help in improving their writing skills, such as help can be in form of written feedback on students' English writing assignment.²

One strategy to improve students' writing is for teachers to provide comments. Teacher feedback can help students improve their writing skills and reduce the number of mistakes they make.³ Students also might enhance their writing by learning from their mistakes. The emergence of process writing brings revision at the center of writing instruction, particularly in a process writing class. The way students interpret their teacher's comments or feedback can affect how they revise. Teachers must provide students with relevant

¹ Blanka Frydrychova Klimova, 'Approaches to the Teaching of Writing Skills', *Procedia - Social and Behavioral Sciences*, 112, January (2014), 147–51 <<https://doi.org/10.1016/j.sbspro.2014.01.1149>>.

² Fawzia Al Seyabi and Victoria Tuzlukova, 'Writing Problems and Strategies: An Investigative Study in the Omani School and University Context', *Asian Journal of Social Sciences & Humanities*, 3, November (2014), 37–48.

³ Sompong Panhoon and Suwimon Wongwanich, 'An Analysis of Teacher Feedback for Improving Teaching Quality in Primary Schools', *Procedia - Social and Behavioral Sciences*, 116 (2014), 4124–30 <<https://doi.org/10.1016/j.sbspro.2014.01.902>>.

feedback in order to help them develop their writing skills. Feedback is defined as detailed information on a student's observed performance compared to a standard, provided with the goal of improving the student's performance. It is critical for students to understand the learning goals and how their present performance connects to these goals in order to improve their learning. They require guidance in order to better their work or understanding⁴. Written feedback and oral feedback are two types of feedback. Written feedback, according to Grabe and Kaplan, is defined as reacting to student writing with written remarks on content and organization, as well as strengths and weaknesses of the essay.⁵ Meanwhile, oral feedback is a type of communication that takes place between a teacher and a student, or between two students. It might be directed at a single person or a group of people. When a teacher collects the most common mistakes and corrects them in class, so as not to single out any specific student, this is referred to as collective feedback; this may be regarded more group-focused oral feedback. Giving feedback orally in the classroom may

⁴ Linda Van den Bergh, Improving Teacher Feedback During Active Learning: Effects of a Professional Development Program, '*American Educational Research Journal*', 2014 <<https://doi.org/10.3102/0002831214531322>>.

⁵ Emel Kucukali, 'The Effect of Oral vs . Written Feedback in EFL Writing,' *Journal of Applied Linguistics and Language Research Volume 4*, Issue 7, 2017, pp. 47-67

result in students making mistakes during the learning process. As a result, the students are aware of where they are lacking in skill.⁶

Like a finding research by Erfiani Irawan and Kisman Salija in their research “Teachers’ Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia)” the teachers applied five categories of oral feedback, namely evaluation feedback, corrective feedback, descriptive feedback, interactional feedback, and motivational feedback. The teachers applied five categories of oral feedback, namely evaluation feedback, corrective feedback, descriptive feedback, interactional feedback, and motivational feedback. Oral feedback was used by the teachers in the following ways: providing evaluative statements to students’ work or performance, explicitly or implicitly indicating and correcting students’ errors, informing students’ achievement and learning improvement strategies, clarifying and embellishing some ideas on students’ responses, and providing motivational statements.⁷

⁶ Israul Khairani, ‘ENGLISH TEACHERS’ ORAL FEEDBACK IN TEACHING AND LEARNING PROCESS,’ *Journal of English Language Teaching*, 9.1 (2020).

⁷ Erfiani Irawan, ‘Teachers ’ Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia)’, *ELT Worldwide* Volume 4 Number 2 (2017) 4.

Cited from Sabarun entitled “Direct Teacher Corrective Feedback in EFL Writing Class at Higher Education: What Students Perceive.” The findings found that, first, 75 percent of students consented to receive direct teacher corrective feedback on language form, content, and organization, according to their perceptions of their attitudes toward direct teacher corrective feedback. The subject of corrective feedback in linguistic forms received 85 percent of their opinions, while the organization received 65 percent. Second, when it comes to student perceptions of direct teacher input, 90% of students stated that they were satisfied when they received direct teacher evaluation. 85 percent of students said their teacher's feedback helped them improve their writing, and 90 percent of them thought their teacher's feedback gave them confidence in generating a better draft. Finally, the majority of students stated that they valued the teacher's input. Furthermore, students agreed that direct teacher feedback benefited writing, particularly in terms of language and organization.⁸ As can be seen from the data, greater teacher teaching standards will result in higher student achievement. As a result, teachers and students should receive appropriate

⁸ Sabarun, Foreign Language Learning, ‘Direct Teacher Corrective Feedback in EFL Writing Class at Higher Education : What Students Perceive’, *VISION: JOURNAL FOR LANGUAGE AND FOREIGN LANGUAGE LEARNING*, 2020 VOL. 9, NO.1, 18-33

feedback, which can be conducted by early data and information analysis from schools, teachers, students, and other relevant parties. Then, to improve teachers' teaching standards and students' quality, a feedback system should be devised.⁹

In terms of past research, they've all centered on providing written or oral remedial comments on a short functional text from the English department. However, studies on providing written corrected feedback on students' research proposals have yet to be conducted. As a result, the researcher must desire to do study to learn about the many sorts of written or oral corrective feedback given by teachers to students on their research proposals. This study looks into the many sorts of written or oral corrective feedback given by teachers to students on their research proposals, as well as the reasons behind the teacher giving the feedback that they do.

B. Research Questions

In terms of the background, the below are some problem statements that are followed by certain questions:

1. What types of corrective feedback that the teacher use in writing class?
2. How does the teacher give the corrective feedback to their students in writing class?

⁹ Panhoon and Wongwanich.

C. The Objectives of The Research

Based on the research question, the objectives of the research can be stated as follows:

1. To know types of corrective feedback that the teacher use in writing class.
2. To explain the teacher give the corrective feedback to their students in writing class.

D. Limitation of The Research

The researcher formulated the scope to examine the types of corrective feedback in writing courses given by the teacher and to explain how the teacher provides this feedback. This research is limited to the fifth semester students of Academic Writing Course at the English Department.

E. Significances of The Research

1) Theoretically

The researcher expects that the findings of this study will provide further information to readers who are interested in learning more about various types of corrective feedback in writing course.

2) Practically

a. For the teachers

This research provides a detailed explanation and example of each kinds of written corrective

feedback to the students. Thus, teachers or lecturers can use appropriate written corrective feedback depending on their students to correct student errors in writing, such as showing the error directly, revealing the problem without fixing it, or showing the fault in terms of remarks, signals, or explanation.

b. For the institutions

The researcher expects that the research will be a valuable and useful research journal for the institution, also meant to reflection and raise several issues of corrective teacher feedback in writing course.

c. For the students

The findings of this study are also expected to help students improve their abilities, particularly in writing, by providing feedback from their teacher.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter entails some critical elements relevant to the topic being discussed, divided into three parts. The first part is the theoretical framework. It consists of the literature review about Corrective Feedback and Writing Skills. The second is the previous research. It helps the researcher to conduct the research by looking at the approach and methodologies of other researches. The third is conceptual framework that gives a structure representation of the research.

A. Theoretical Framework

1. Writing Skills

Based on Rao and Durga, writing is one of the English skills in language learning. Furthermore, writing is also a complex skill. Because writing not only replaced scholar's ideas with another text, but the writer must be careful to choose the appropriate words to represent his or her idea. Hence, the idea is clear and valid.¹⁰ Writing is a too complicated skill for students to conduct many variables in the same period. For example, when students want to make

¹⁰ Ms. V Satya Sri Durga and Dr. C S Rao, 'Developing Students' Writing Skills in English - A Process Approach', *Journal for Research Scholars and Professionals of English Language Teaching*, 2.6 (2019) <<http://www.jrspelt.com>>.

a paragraph, they must think about the topic, show the idea with a good organization. Then, in the writing sentence, students must attend to capitalization, punctuation, sentence structure, and spelling. Writing is a compilation of those things. Students must show their idea in the written text, and a good sentence supports it, so the idea is clear and the reader can understand it.¹¹

Writing is a very difficult cognitive activity in which the writer must display simultaneous control of multiple factors. Students' chances of success may be improved if they have strong writing skills. Writing is an important aspect of language. All students require good writing skills in order to complete their school and employment requirements.¹² The Process Approach emphasizes writing tasks that take students from concept generation to data collecting to the release of a polished text. Learners' needs, expectations, goals, learning styles, abilities, and knowledge are all considered in the process approach.¹³

¹¹ Durga and Rao.

¹² V Chandra Sekhar Rao, 'Developing Students' Writing Skills in English-A Process Approach', *Journal for Research Scholars and Professionals of English Language Teaching*, 2, June (2018).

¹³ Ms. V Satya Sri Durga and Dr. C S Rao, 'Developing Students' Writing Skills in English-A Process Approach', *International Standard Serial Number India*, Issue 6, Vol. 2, January 2018.

2. Teacher Feedback In Writing

Feedback is an effort to help the student learn better, more easily and improve their writing skill.¹⁴ Feedback, in the opinion of Sadler does not only reveal whether students are making the right or wrong progress. The feedback is provided after a discussion and explanation of the student's idea. In addition to receiving feedback from their teacher, students can revise their assignments. Consulting the assignment or talking with the teacher is one of the crucial steps in learning to write. Feedback is therefore a tool that students can use to analyze their errors and discuss them with teachers.¹⁵ When teachers want to improve student's writing ability through feedback. They must give effective feedback by giving the feedback depending on the requirement of its writing quality. Additionally, students prefer to get comments or suggestions precisely than teachers are grading their work generally. Comment as feedback is not enough for students. The dialogue between

¹⁴ Lulzime Kamberi, 'The Significance of Teacher Feedback in EFL Writing for Tertiary Level Foreign Language Learners', *Procedia - Social and Behavioral Sciences*, 70.2008 (2013), 1686–90 <<https://doi.org/10.1016/j.sbspro.2013.01.241>>.

¹⁵ Faranak Abbaszad Tehrani, 'Feedback for Writing or Writing for Feedback', *Journal of Language and Linguistic Studies*, 14.4 (2018), 162–78 <www.jlls.org>.

teacher and students is very important to clarify the teacher's feedback.¹⁶ Therefore, if the students did not understand the comment, they can ask the teacher directly, and students can apply the feedback or the suggestion to their assignment.

3. Corrective Feedback

Lightbown and Spada stated that corrective feedback in writing classes is described as a teacher's sign given to students in order to let them know that their written work contains errors.¹⁷ Corrective feedback means to strategies that indicate to learners that their output is erroneous and be provided on oral, written, and technology-mediated output, and in response to a range of errors, including linguistic, content, organization, discourse, and pragmatic errors.¹⁸ Chaudron emphasizes that teachers' corrective feedback practices are effective in improving accurate performance and learners' communicative

¹⁶ Underwood and Tregidgo, 'Improving Student Writing through Effective Feedback', *Journal of Teaching Writing*, 36 (2006).

¹⁷ Arash Hashemifardnia and others, 'The Effectiveness of Giving Grade, Corrective Feedback, and Corrective Feedback-plus-Giving Grade on Grammatical Accuracy The Effectiveness of Giving Grade, Corrective Feedback, and Corrective Feedback-plus-Giving Grade on Grammatical Accuracy', *International Journal of Research Studies in Language Learning*, January, 2019 <<https://doi.org/10.5861/ijrsl.2019.3012>>.

¹⁸ Hossein Nassaji, 'Articles The Amount and Usefulness of Written Corrective Feedback Across Different Educational Contexts and Levels', *TESL CANADA JOURNAL/REVUE TESL DU CANADA*, 37.2 (2020), 1–22 <<https://doi.org/10.18806/tesl.v37i2.1333>>.

competence. Therefore, Brown notices that students sometimes use avoidance strategies in order to avoid errors, and that this causes them to regularly produce problematic structures. However, corrective feedback increases learners' ability to understand lexical and grammatical structures in a sentence.¹⁹ Corrective feedback implemented can be direct or indirect. Direct corrective feedback exists when a correction is provided by the teacher. It is a correction that not only calls attention to the error, but also provides a specific solution to the problem. Meanwhile, indirect feedback includes indirect coded feedback that the error type is also identified and coded, and then indirect non-coded that the error itself is identified through highlighting or underlining.²⁰

Feedback is generally divided into two types written feedback and oral feedback. According to Küçükali (2017), feedback can be given by a person or a group and is

¹⁹ Arab World and English Journal, 'Oral Corrective Feedback Techniques: An Investigation of the EFL Teachers' Beliefs and Practices at Taif University, *Arab World English Journal (AWEJ)* Volume 10.2 (2019), 40–54.

²⁰ Maksimilianus Doi, Fransiskus Maria Separ, and Febe F Irawati Wanggai, 'EDUKATIF : JURNAL ILMU PENDIDIKAN The Effect of Indirect Coded Versus Indirect Non-Coded Corrective Feedback on Improving Students ' Grammatical Accuracy of EFL Writing Class', *Edukatif: Jurnal Ilmu Pendidikan Volume 3 Nomor 2 Tahun 2021 Halm* 619 - 630, 3.2 (2021), 619–30
<<https://edukatif.org/index.php/edukatif/index>>.

categorized as either oral, written, or visual.²¹ Furthermore, Teachers can give students feedback through both direct and indirect means.²²

a. Written Feedback

Students' written work receives comments, corrections, and/or grades via written feedback. The markings might be words or simple symbols like circles, underlines, and other signals. When written descriptions of students' efforts are specific or generic and offer useful information, they are most efficient. Written feedback is an important component of the system, and its objectives are essentially the same as those of oral feedback. The main goal is to help students and provide feedback in a way that will best enable them to enhance their abilities.

Based on Grabe and Kaplan, written feedback is explained as the response to student's performances or student's assignments through writing comments or suggestions, it can contain the student's strengths and weaknesses performance.²³ Teacher-written feedback is also defined as suggestions, questions, and corrections

²¹ Kucukali.

²² Ali Jamalinesari and others, 'The Effects of Teacher-Written Direct vs. Indirect Feedback on Students' Writing', *Procedia - Social and Behavioral Sciences*, 192 (2015), 116–23
<<https://doi.org/10.1016/j.sbspro.2015.06.018>>.

²³ Kucukali.

toward student's assignments.²⁴ The teacher's feedback plays a central role in writing class because they should write or show the comment on the paper to provide the student's effort and student's performance.²⁵ Therefore, written feedback is the feedback which is containing suggestion, which is written directly in the student's assignment. It can be questions or corrections to a student's sentence that focuses on grammar, construction of the idea, or both of them, and it is also according to the goal of the assignment. Thus, the students can know the incorrect area in their assignment and use the feedback to revise their assignment and improve the weaknesses area according to the teacher's written feedback.

1) Direct Feedback

Direct feedback is one of the methods that teachers do the correction on the student's

²⁴ Juvenale Patinvoh Agbayahoun, 'Teacher Written Feedback on Student Writing: Teachers' and Learners' Perspectives', *Theory and Practice in Language Studies*, 6.10 (2016), 1895 <<https://doi.org/10.17507/tpls.0610.01>>.Agbayahoun.

²⁵ Razlina Razali and Rohaiza Jupri, 'Exploring Teacher Written Feedback and Student Revisions on ESL Students' Writing', *IOSR Journal of Humanities and Social Science*, 19.5 (2014), 63–70 <<https://doi.org/10.9790/0837-19556370>>.

assignment. The teacher directly shows and revises the student's assignment by providing the correct answer.²⁶ Direct feedback is a strategy of giving feedback to help students revise their errors with directly correct information.²⁷ Wilson and Czik (2016) also argue that direct feedback is the teacher's feedback that makes a proper correction and shows directly to students, and students must be revised. The students can directly identify their errors and also revise the incorrect area with the teacher's guidance.²⁸ This feedback is also appropriate to the beginner students because the teacher is directly shows the correct answer on the student's assignments. Students at the beginner level still need the teacher's instructions to relate words or language in writing.

²⁶ Eunyoung Kang and Zhaohong Han, 'The Efficacy of Written Corrective Feedback in Improving L2 Written Accuracy: A Meta-Analysis', *Modern Language Journal*, 99.1 (2015), 1–18 <<https://doi.org/10.1111/modl.12189>>.

²⁷ Fatemeh Nematzadeh and Hossein Siahpoosh, 'The Effect of Teacher Direct and Indirect Feedback on Iranian Intermediate EFL Learners' Written Performance', *Journal of Applied Linguistics and Language Learning*, 2017.5 (2017), 110–16 <<https://doi.org/10.5923/j.jalll.20170305.02>>.

²⁸ Wilson Joshua and Amanda Czik, 'Automated Essay Evaluation Software in English Language Arts Classrooms: Effects on Teacher Feedback, Student Motivation, and Writing Quality', *Computers & Education*, 100 (2016), 94–109 <<https://doi.org/10.1016/j.compedu.2016.05.004>>.

Direct feedback is useful to correct student's errors in grammar, direct feedback has a good impact on student's grammar performances.²⁹ Direct feedback, the teachers use the symbol or circle the error and comment, which includes the correct answer, so students only follow the correct answer.

2) Indirect Feedback

On the other hand, defined that indirect feedback is how teachers provide feedback without the detailed, correct answer. Wilson and Czik (2016) adds that teachers accompany students to build their analysis and concept in their assignment. Because in indirect feedback, teachers only locate the error or give students questions to analyze their errors independently.³⁰ In the indirect feedback, the teacher only indicates the error by highlighting the error, and the students have the opportunity to analyze and revise the error. Indirect feedback is good for students. They can be more active to reflect their own error and analyze the error by teacher's clues. Indirect feedback is suitable for students who have higher

²⁹ Kang and Han.

³⁰ Joshua and Czik.

writing ability, or the students are on an advanced level of writing.³¹

Indirect feedback consists of examination and comprehensive. Examine means that teachers ask to students and make a clarification about what they write in the assignment. And then comprehensive means, it constructed to deliver the idea, opinion, but teachers do not directly show to students.³² Based on the explanation above, direct feedback is explicit feedback that the teacher gives to students with the correct form. The teacher directly gives the proper answer to the incorrect student's assignment. However, indirect feedback is implicit feedback that the teacher gives to students without the correct form. In this type of feedback, the teacher gives students the opportunity to analyze their errors.

b. Oral Feedback

Oral feedback is given orally and often interaction with students. It can be given to an individual, to a group or to the whole class. Teacher oral feedback is part of classroom interaction like oral communication Teacher to students and student to

³¹ Kang and Han.

³² Joshua and Czik.

student.³³ Talking about the role of classroom interaction in a naturalistic way, in which it makes messages comprehensible. It seems obvious that teacher make oral feedback to students more effective if their oral changes or turn taking pragmatically coherence.³⁴ There are several factors included a consideration of good feedback. One is that talk needs to be delivered with a good rate of speech, using the simple and easy language that can be understood by the students, error corrections, giving rewards for students performing. Reid shows the benefit of the teachers-students interaction in the classroom.³⁵ Students are more understanding by listening to the feedback than the lecture read the feedback on his paper; if students do not understand the teacher's feedback, they can directly ask and confirm to the teacher at that time. The teachers can also analyze the student's comprehension. The teachers

³³ Saleh Ashrafi and Mahta Foozounfar, 'The Effects of Oral, Written Feedback Types on EFL Learners' Written Accuracy: The Relevance of Learners' Perceptions', *Proceedings of the 2nd National Conference on English Language Studies: Applied Linguistics Perspectives on EFL*, March, 2018, 2–22 <<https://doi.org/10.13140/RG.2.2.10968.60169/1>>.

³⁴ Razia Sultana, 'The Survey on Using Oral Corrective Feedback in ESL Classroom in Bangladeshi Context', 2015.

³⁵ D Sadker and M. Sadker, 'TEACHER ORAL FEEDBACK IN THE WRITING CLASS OF EFL STUDENTS', *Teacher's Efforts To Overcome Students' Difficulties in Reading Comprehension*, 5, 2016, 358–61.

can also indicate the student's error individually and focus more; it helps students know more about their weaknesses.

Oral feedback, also known as oral conference, refers to personal consultation between teacher and students during the evaluation of communication activities. The major problem in conducting this feedback is that the teacher needs to have sufficient time. Oral feedback fits well in younger students to pinpoint and correct the misconception immediately.

B. Previous Research

Some related studies will be used as references to help the researcher conduct this study, the researcher used theoretical background and previous research as follows :

Like a finding research by Erfiani Irawan and Kisman Salija (2017) in their research "*Teachers' Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia)*" showed that the teachers applied five categories of oral feedback, namely evaluation feedback, corrective feedback, descriptive feedback, interactional feedback, and motivational feedback. The teachers applied five categories of oral feedback, namely evaluation feedback, corrective feedback, descriptive feedback, interactional feedback, and motivational feedback. Oral feedback was used

by the teachers in the following ways: providing evaluative statements to students' work or performance, explicitly or implicitly indicating and correcting students' errors, informing students' achievement and learning improvement strategies, clarifying and embellishing some ideas on students' responses, and providing motivational statements.³⁶

Cited from Sabarun (2020) entitled "*Direct Teacher Corrective Feedback in EFL Writing Class at Higher Education: What Students Perceive.*" The findings found that, first, 75 percent of students consented to receive direct teacher corrective feedback on language form, content, and organization, according to their perceptions of their attitudes toward direct teacher corrective feedback. The subject of corrective feedback in linguistic forms received 85 percent of their opinions, while the organization received 65 percent. Second, when it comes to student perceptions of direct teacher input, 90% of students stated that they were satisfied when they received direct teacher evaluation. 85 percent of students said their teacher's feedback helped them improve their writing, and 90 percent of them thought their teacher's feedback gave them confidence in generating a better draft. Finally, the majority of students stated that they valued the teacher's input.

³⁶ Erfiani Irawan, 'Teachers' Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia)', *ELT Worldwide* Volume 4 Number 2 (2017) 4.

Furthermore, students agreed that direct teacher feedback benefited writing, particularly in terms of language and organization.³⁷ As can be seen from the data, greater teacher teaching standards will result in higher student achievement. As a result, teachers and students should receive appropriate feedback, which can be conducted by early data and information analysis from schools, teachers, students, and other relevant parties. Then, to improve teachers' teaching standards and students' quality, a feedback system should be devised.³⁸

Another study by Md. Nabiur Rahman (2017), was also conducted *"Incorporating Different Forms of Feedback in Teaching Writing: An Insight into a Real Classroom,"*. When he presented the writing class, the research was based on his own experience. Correction of errors, written comments, and other forms of feedback are used in this study. If the feedback can offer a thorough, accurate, and relevant comment on the student's assignment, the feedback combination is very beneficial to the student.³⁹

³⁷ Sabarun, Foreign Language Learning, 'Direct Teacher Corrective Feedback in EFL Writing Class at Higher Education: What Students Perceive', *VISION: JOURNAL FOR LANGUAGE AND FOREIGN LANGUAGE LEARNING*, 2020 VOL. 9, NO.1, 18-33

³⁸ Panhoon and Wongwanich.

³⁹ Md. Nabiur Rahman, 'Incorporating Different Forms of Feedback in Teaching Writing: An Insight into a Real Classroom', February, 2019 <<https://doi.org/10.36832/beltaj.2017.0101.04>>.

Research carried out by Manijeh Hosseiny (2014) in their research *"The Role of Direct and Indirect Written Corrective Feedback in Improving Iranian EFL Students' Writing Skill"*⁴⁰ The results of this research provide some evidence in favor of using both direct and indirect feedback to improve learners' grammatical accuracy. As a result, it would be reasonable to set aside some time for teachers' professional development. Some students fail to pay attention to the feedback they are given. The teacher should instruct the students on how to use the feedback provided to enhance their performance.

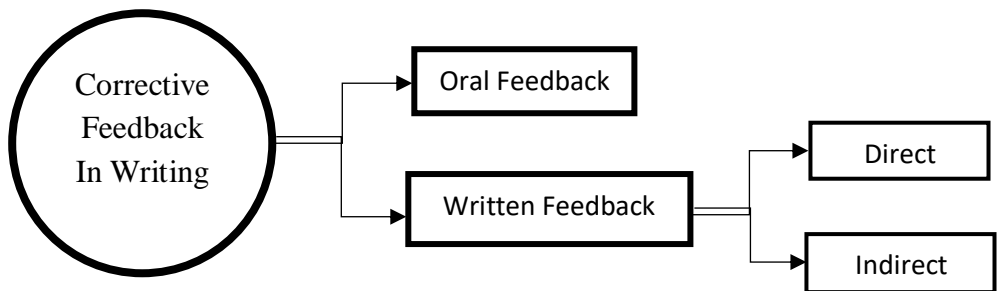
The related study, *"Student Perspective Toward Teacher's Written Corrective Feedback on Student's Writing in Paragraph Writing Class,"* was carried out at Jambi University by Dwi Anggraini (2018). In this study, the students felt that written corrective feedback, particularly regarding grammatical errors, was helpful to them. The student may be aware of their error in the written feedback from the teacher.⁴¹

⁴⁰ Manijeh Hosseiny, 'The Role of Direct and Indirect Written Corrective Feedback in Improving Iranian EFL Students' Writing Skill', *Procedia - Social and Behavioral Sciences*, 98 (2014), 668–74 <<https://doi.org/10.1016/j.sbspro.2014.03.466>>.

⁴¹ Dwi Anggraini, 'Student Perspective toward Teachers Written Corrective Feedback on Student Writing in Paragraph Writing Class', 2018 <<https://doi.org/10.1056/nejmoa1407270>>.

Based on five related studies above, feedback can help students, especially in writing skills. There is a novelty from this research, and it is crucial. From the previous research, many researchers investigate the use of feedback to improve student's writing skills, and the result said that feedback could improve the student's ability. However, there is no study showing the reasons why feedback has an important role in writing. Then, in this research, the writer also describes the type of feedback of teacher used and the way teachers provide the feedback in the writing class based on the goal in writing.

C. Conceptual Framework



Referring to the conceptual framework above, The researcher wants to explain the types of corrective feedback, there are Oral feedback and Written feedback. Through this conceptual framework, this research is going to analyze the types of corrective feedback in writing skill and how does the

corrective feedback given by english teacher at english
department of UIN Walisongo Semarang.

CHAPTER III

RESEARCH METHOD

This chapter consists of two parts. The first part is research design there are the subject and setting of the research, the instrument and the data of collection technique. The second parts is the technique of analysis data. Each of them is presented in the following discussion.

A. Research Design

This research is conducted with qualitative research and focused on qualitative descriptive approach. Qualitative methodology is suitable for this research the aims of the qualitative methodology are proper with this research. The researcher wants to find out the way the teacher gives feedback to students in the writing class. It means that the researcher investigated the everyday learning situation or phenomena about teaching and learning writing. The researcher used descriptive qualitative research⁴² to describe the types functions, and dominant types of teacher corrective feedbacks in teaching writing at Walisongo State Islamic University.

⁴² Sugiyono. Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, dan R&D. (Bandung: Alfabeta, 2012), 305

Qualitative Descriptive is a design that describes the real condition in the research location.⁴³ It is also supported in Nassaji that the goal of this method to describe the factual phenomena.⁴⁴ The descriptive of the event is based on a logical manner, with the correct organization. Qualitative descriptive is an appropriate approach to identify the detail of event experience and phenomena; it is discovering who, what, and where the phenomena happen.⁴⁵ There are six features of qualitative descriptive, The first is qualitative descriptive shows the realistic perspective about the phenomena. Second the qualitative descriptive uses less theory-driven than other qualitative approaches. Third, the qualitative descriptive uses individual or focus groups to collect data, and then its approach uses structured or semi-structured interviews. Fourth, the researchers commonly use purposeful sampling. Fifth, the researchers analyze the data with content analysis. The last, the

⁴³ Vickie a. Lambert and Clinton E. Lambert, 'Qualitative Descriptive Research: An Acceptable Design', *Pacific Rim International Journal of Nursing Research*, 16.4 (2013), 255–256 <<http://antispam.kmutt.ac.th/index.php/PRIJNR/article/download/5805/5064>>.

⁴⁴ Nassaji H., 'Qualitative and Descriptive Research: Data Type versus Data Analysis.', *Language Teaching Research*, 19(2), 2015, 129–132. <<https://doi.org/10.1177/1362168815572747>>.

⁴⁵ Hyejin Kim, 'Characteristics of Qualitative Descriptive Studies: A Systematic Review', *Research In Nursing & Health*, 2017 <<https://doi.org/10.1002/nur.21768>>.

researcher presents the findings or results with the descriptive summaries of the findings.⁴⁶

1. Subject and Setting of the Research

The subject of this research were the students of writing class as the target population of English Education Department. The research primarily investigated the common phenomena that occur in the language class. The population represents objects and subjects with specific characteristics that researchers study and draw conclusions based on their findings. These data were got from students who took “Writing Academic Purposes” course in the fifth semester at English Education Department of UIN Walisongo Semarang in the academic year 2020/2021. It will be carried out online through various available online media, The researcher used Questionnaire was distributed on Google form to collect data. This research also conducted to investigate how the teacher provides feedback in writing class. For the interview, the researcher asks for help from the students of the English Education Department. The researcher interviewed students how they provided feedback in the writing class. This research started from 8 october – 28 october of the academic year 2022/2023. Purposive sampling is choosing participants who can best

⁴⁶ Kim.

serve understand the phenomenon deliberately to bring important information in their studies.⁴⁷ In purposive sampling, the researcher takes to target specific individuals with characteristics of interest in the research.⁴⁸ In purposive sampling, the researcher targeted specific individuals with characteristics: first, the participants are from the PBI class students in the academic year 2017. Second, the participants are students who have passed the Writing Academic Purposes Courses. In this case, there were students English Education Department UIN Walisongo. Researcher looked at the result of filling out the questionnaire to determine student perceptions of teacher corrective feedback. Then 12 students were interviewed by researcher to find out the experienced of students when getting corrective feedback from the teacher.

2. Instrument

⁴⁷ Hamed Taherdoost, 'Sampling Methods in Research Methodology ; How to Choose a Sampling Sampling Methods in Research Methodology ; How to Choose a Sampling Technique for', *Nternational Journal of Academic Research in Management (IJARM)*, 5.January 2016 (2017) <<https://doi.org/10.2139/ssrn.3205035>>.

⁴⁸ Julius Omona, 'Sampling in Qualitative Research : Improving the Quality of Research Outcomes in Higher Education', *Makerere Journal of Higher Education*, 4.2 (2013), 169–85 <<http://dx.doi.org/10.4314/majohe.v4i2.4>>.

There are two instruments that the researcher must prepare namely questionnaire to collection data and the semi-structured interview.

a. Questionnaire

A questionnaire is a list of questions or statements given to students. The researcher will be used close ended questions that require respondents to select from a predefined set of responses, such as "Strongly Agree, Agree, Disagree or Strongly Disagree" or from a set questions to collect information from the subject. The questionnaire adapted from Seker and Dincer (2014) was distributed on Google Forms, making it possible for all students to fill out the online form effectively. Here are some a questioner to student:

Table 3.1
Questionnaire statements for student about teacher
feedback in writing classes.

No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The teacher always gives feedback on students writing assignments.				
2.	Teacher feedback in writing class is essential for students.				

3.	The teacher provided feedback objectively.				
4.	The teacher gave written feedback in students writing assignments.				
5.	Students can understand feedback from the teacher on students writing assignments.				
6.	The teacher provides feedback to students with the correct form.				
7.	The teacher indicates an error exists but doesn't provide the correct answer.				
8.	The teacher gives oral feedback In classroom activity in front of other students.				
9.	The teacher discussed the errors on students writing assignments when the teacher returned it.				
10.	Feedback on students writing assignments from The teacher is more optimal than feedback from friends.				

b. Interview

The interview can be described as conversation in which the researcher seeks to explore more about an

issues from point of view of the person being interviewed. In this study, the researcher did a semi-structured interview. A semi-structured interview is a flexible form that allows depth to be gained by providing the opportunity on the interviewer's part to investigate and expand the interviewee's responses.

Here are some questions listed interview :

Table 3.2
Interview question for student about teacher feedback in
writing class

No :	Questions
1.	What do you know about teacher feedback? Especially in writing class? (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
2.	Are you often given feedback by the teacher? (Apakah kamu sering diberi Feedback oleh guru?)
3.	What types of feedback do teachers often give? Written feedback, Oral feedback, or both? (Apakah jenis Feedback yang sering diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)
4.	Does the teacher always give specific instructions or signs to correct your writing? (Apakah guru selalu memberi petunjuk atau tanda tertentu ketika mengoreksi tulisanmu?)
5.	Does the teacher immediately correct the mistakes in your writing? (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)

6.	Does the teacher correct students' writing and immediately explain in front of the class? (Apakah guru mengoreksi tulisan siswa dan langsung menjelaskan di depan kelas?)
7.	Is the feedback given by the teacher clear and easy to understand? (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)
8.	In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why? (Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written feedback, Oral Feedback, atau kedua-duanya? Mengapa?)
9.	In your opinion, is feedback from the teacher important for students? Why? (Menurut kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?)

3. Data of Collection Technique

There are two ways to collect data. The first one is through questioning the student. The questionnaire was distributed on Google Forms. The second way is through conducting interviews with the students. In this study, interviews were conducted on via Whatsapp messages. Interview procedure: Researcher prepared interview guidelines, Researcher prepared the main issues that will be the subject of discussion, Researcher interviewed with participants one by one via whatsapp chat with the implementation time according to the agreement with each participant, Then initiating or opening the interview flow,

Interviews were conducted using Indonesian, starting with the first approach with self-introduction, and then followed by questions according to the list of questions that had been designed, After the interview was completed, the researcher writes down the results of the interview into field notes, The researcher translated it into English. After that, the data is ready for analysis, The data will be analyzed according to the designed instrument.

B. The Technique of Analysis Data

Data analysis can be defined as a process to look for and arrange the data systems that have been taken from questionnaire, interview, field report, and other supporting material. As the result, it can be understandable for the researcher and others in understanding the findings. In arranging and looking for the result of the study, the researcher will use qualitative technique to analyze the data. Including various materials like conversational data, images, observations, unstructured, semi structured, or structured interviews, and other sources of data can be used in qualitative research.⁴⁹ In this case, the data from the interviews were

⁴⁹ Jessica Nina Lester, Yonjoo Cho, and Chad R. Lochmiller, 'Learning to Do Qualitative Data Analysis: A Starting Point', *Human Resource Development Review*, 19.1 (2020), 94–106 <<https://doi.org/10.1177/1534484320903890>>.

examined using a qualitative data analysis technique. In this case, Analyzing the data was carried out when collecting the data was when the questionnaire and interview were conducted using a qualitative data analysis technique, the researcher had analyzed the answers. According to Miles and Hubbermans interactive analysis model, the steps are data reduction, data display, and drawing conclusion. Bellows are breakdown of the steps in analyzing data.⁵⁰

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. from interviews and questionnaire results by making sense of general information and reflecting on the whole meaning.

2. Data Display

Data Display Generally a display is an organized, compressed, and construction of information that permits conclusion drawing and action. When the data needed have been collected and identified, the data will be described and explained as to how the members respond to the corrective teacher feedbacks in writing class. This will help us

⁵⁰ Ben Kei Daniel and Tony Harland, 'Qualitative Data Analysis', *Higher Education Research Methodology*, 2018, 98–110 <<https://doi.org/10.4324/9781315149783-10>>.

understand what happened and plan our next moves based on understanding what has already occurred.

3. Concluding

The final step of data analysis is to conclude all the things in this study. As the initial findings are still provisional, it is necessary to include strong and supporting evidence in order to render conclusions credible. These study conclusions were formulated from the data that has been analyzed regarding corrective teacher feedback in writing class.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter reports the data findings from this study to be discussed to determine the conclusions later. As explained in previous chapters, the data taken is focused on the teacher corrective feedback in writing class.

A. Research Findings

This study was carried out in the Department of English Language Education at UIN Walisongo Semarang. The participants in this study were 5th-semester students of English Education. In determining this research, the researcher used some instruments to collect the data. There are questionnaires and interviews. This questionnaires is a list of questions or statements about teacher feedback given to students. The questionnaire was distributed on Google Forms, making it possible for all students to fill out the online form effectively. And then, interview aims to find more information about how students perspective about corrective feedback and how teachers provide feedback in writing class. To find out the complete research results, data analysis will be presented as follows:

1. The types of corrective feedback that the teacher use in writing class.

The first issue related to the research question is the types of corrective feedback that the teacher use in writing class. After conducting research and collecting data by questionnaire and interviews, the researcher will analyze and find the results of the types of corrective feedback that the teacher use in writing class in this chapter. The questionnaire was filled out using a Google Form with 43 students and from the 5rd semester and Interviews were conducted with representatives of 12 students via WhatsApp chat. To find interview participants, the researcher looked at the answers from the respondents' questionnaires. If the answer matches the criteria of the interview participants, the researcher then contacts the class leader to get a contact person for the interview participants. The students' opinions on corrective feedback that the teacher give in writing class are the result. There are two types of corrective feedbacks: written feedback and oral feedback. Written feedback consist of 2 parts, direct feedback and indirect feedback.

a. Written feedback

Based on the results of questionnaire, more than half students (79.1%) agree that the teacher gave written feedback in students writing assignments. It is followed by

14% strongly agree, only 7% disagree and none strongly disagree. In addition, as shown in the finding, most of the students tend to have positive perception that the teacher gave written feedback in students writing assignments. The teacher gives written feedback to students using 2 types :

1) Direct feedback

Most of the students (69.8%) agree that the teacher provides direct feedback to students with give the correct answer form on student writing. It is followed by 11.6% strongly agree, and 18.6% disagree, and none strongly disagree. According to the findings, mostly the students feel that they have been given direct feedback in the form of the correct answer without being marked or lined on their writing assignments. Based on the interviews, 7 participants felt that the teacher not provides feedback to students with direct the correct answer, but the teacher give a sign first. However, 5 participants had different opinions. Meanwhile, three of the participants said,

“Yes, sometime teacher give a clue and always to the point.” (Aida Nur Khamidah)

“I think so. But, the teacher not always do that. the teacher often than give the student with indirect feedback.”(Izza Adelia)

“Yes, sometimes. the teacher immediately gave the right answer beside the wrong writing”(Nadiatul Mardhiyah)

According to them, sometime they gets direct feedback from the teacher. Direct Feedback is when the teacher corrects the error by giving mark and writes the appropriate word or correct forms near the mark given. so, it can be concluded that the teacher will given direct feedback to students but not always on their writing assignment.

2) Indirect feedback

Less than half of students (48.8%) agree that the teacher give indirect feedback, the teacher indicates an error on students writing assignments exists but doesn't provide the correct answer. It is followed by 4.7% strongly agree, 41.9% disagree, and only 4.7% strongly disagree. In addition, as shown in the finding, the comparison between students who agree and disagree is not too far. It indicated that some students find it easier to understand direct feedback when the teacher immediately gives the correct answer, but some students also understand better when the teacher gives indirect feedback by giving a sign or hint first to the errors on their writing before give a correct answer. As two participant stated:

“Of course. When the teacher give feedback in my book, she always puts a mark on the wrong writing.”(Sarmila Darma Wijayani)

“The teacher give me written feedback on my writing but indirect, usually she will circles the incorrect part of my writing.”(Nurus Sholihah)

Furthermore, the participants also said that, when the teacher corrects the errors by giving sign in the students’ writing worksheets which contain the errors. The teacher gives some comments on that errors without giving the correct answer or correct form. After that, the students will revise their writing based on the code from the teacher. As expressed by one participant:

“Yes, the teacher often give correction use red pen and make underline in the wrong sentence.”(Lailatus Sachawa)

“Ya, my teacher always give specific sign like make underline on my writing to correct my writing because she understand that it’s help me to understanding what she means.”(Salsa Firda Salwa)

As results show that the teacher giving some signs on student writing errors, such as giving circle, underline, and checklist without providing the correct form. So, the students can identify their errors in writing by themselves.

It can be concluded that the reason is that Indirect corrective feedback when the teacher indicates the error that has occurred but does not provide the correction and the teacher only notices the mistakes by giving marks like circles or underlines and this requires learners to correct and diagnose their own errors.

b. Oral feedback

Based on the results of questionnaire, most of the students (74.4%) agree that the teacher gives oral feedback in classroom activity in front of other students. It is followed by 9.3% strongly agree, and 16.3% disagree, and none strongly disagree. It indicated that most of the students were felt that the teachers often provide feedback directly in front of the class by explaining orally to all students. For instance, two participant said :

“Yes, after the teacher given correction on student writing, the teacher explained it to the students in front of class, and then sometime give an example.” (Lailatus Sachawa)

“Yes, sometimes the teacher given feedback orally in front of class but without telling the name of the student who has incorrect on writing.” (Dini Kumala Andriyani)

According on the answers from interview participants, the participants stated that the teacher correct students' writing and immediately explain in front of the

class. However, one of them also stated that, the teacher does it in front of class but without telling the name of the student who has incorrect in writing. However, one of them also stated that the teacher does it but not always explain it immediately in front of the class. As a representative, one of the participants mentioned,

“The teacher gives feedback orally but doesn’t always explain in front of class. usually the teacher explain directly to the student face to face after give correction on student writing.” (Adisty Mayla Fayza)

From the explanation above, it can be concluded that the teacher provide oral feedback but not always in front of class, the teacher discussed the errors on students writing assignments when the teacher returned it, students can immediately understand where the error is in their writing after the teacher discussed it. The student will remember in the way teacher it is delivered, students will more easily graps the information provided by the teacher. The student will get a more detailed explanation from the teacher about they mistake in writing. So that it will make it easier for student to correct they writing mistakes, besides that it will be easier to understand, and can ask directly what is not understood.

2. The teacher corrective feedback in writing class

The second issue that emerged from the research is how does the teacher give the corrective feedback to students in writing class. According on the result of questionnaire, most of the students (81.4%) agree that the teacher always gives feedback on students writing assignments. It is followed by 18.6% students strongly agree, none of disagree and strongly disagree. In addition, as shown in the finding, most of the students tend to have positive perception that the teacher will gives feedback on students writing, so that students know the wrong part in their writing. Based on the answers from interview participants, the most participants stated that they are often given feedback by the teacher, one of them stated :

“In my class, the teacher give oral feedback first, after that the teacher give with written feedback.”
(Faizatul Khumairotiz Zahro)

In addition, students say that the teacher often gives written feedback on student writing, then the teacher gives oral feedback so that students understand better when they hear an explanation from the teacher, she said :

“I think if I have to choose one of them, written feedback is often do by teacher, but usually teacher will give oral feedback to make student understand more.” (Irma Isnafia)

Another reason the participant prefer written feedback and oral feedback. Oral feedback and written feedback is the best way to understandable. Written feedback as material to be read, oral feedback as explanation to be heard. As one participant stated,

“Both, sometime written feedback (the teacher will underline the error part and give correction by providing the right word or sentence). Sometime oral feedback, the teacher point some error and told everyone in class how to do it in the right way.”
(Madiha Majdah Alafiatiy)

Based on the participants' answers, all participants stated that the feedback given by the teacher clear and easy to understand. One of them stated that it is easy to understand because after giving the correction orally in front of the class and tell the right way to write the sentence, the teacher also ask the student to give one correct example. However, one of them also stated that, she is more understand when the teacher give explanation or marks on the writing. So, they are know where the fault lies.

B. Discussion

In this part, the researcher presents the discussion of the research findings.

1. The types of corrective feedback that the teacher use in writing class.

This study tried to describe the types of corrective feedback that the teacher use in writing class. According to the data collection results, most students stated that the teacher often use both, written feedback and oral feedback. For instance, in research by Ma'idatur Rofiqoh and Nur Chakim (2020) studied Students' Perceptions On Written And Oral Feedback In Writing Class , oral and written input may be needed in order to improve students' writing further. In order for discussions and problems between the learner and the teacher to be realistic and even probable, oral feedback should follow up with written feedback. At this point, English teachers are expected to implement teacher written feedback that combined with oral feedback in their class, especially in writing.⁵¹ Written corrective feedback has 2 types of delivering feedback. Indirect corrective feedback is the teacher giving feedback by indicating the student error using signs without providing the correct form.

⁵¹ Ma'idatur Rofiqoh, 'Students' Perceptions on Written and Oral Feedback in Writing Class', *Retain*, 8.2 (2020), 57–65.

From the interview, the student stated that the teacher used underline signs to show the error word, but did not put the correct form. The teacher also used the question mark if the word or sentence was unclear. In this type of correction, the teacher lets the students analyze the error and try to fix it by themselves. It made students more difficult when they revised their work because the teacher did not provide the correct form. The second type of written corrective feedback used by the teacher is direct corrective feedback. In this case, the student stated that the teacher gave direct corrective feedback by indicating the students' writing error with the correct form. In the students' writing, the teacher provided the direct corrective feedback by indicating the error word in different ways. The researcher found from the interview with student that the teacher often used underline and circle sign to show the error word and put the correct word above or under the word. It made students understand about their errors clearly. Students can also revise it well because the teacher has already put the correct form.

Based on the analysis of the research finding, the student also stated that the teacher used oral feedback to explain directly the mistakes that exist in student writing. the teacher corrects students' writing and immediately explains in front of the class but the teacher does it without

telling the name of the student who has incorrect writing. Sometimes the teacher does it but doesn't always explain it immediately in front of the class. Therefore, it can be concluded that the teacher provides oral feedback but not always in front of the class, can also be when the teacher discusses errors in student writing assignments when face to face with the student.

2. The teacher corrective feedback in writing class.

The next part discusses how the teacher give corrective feedback to student in writing class. According to the findings, the result shows that, on average, participants have a positive perspective toward the teacher feedback to clear out and correct their writing errors. The research found that almost all of the students have positive perceptions of the teacher's use of feedback to identify and correct the mistakes that the students made during oral activities. One of the previous studies that discussed teacher feedback was the research of Erfi Irawan and Kisman Salija (2017). They conducted research entitled "Teachers Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia)."

This result is similar to that of a study by Erfi Irawan and Kisman Salija, which found that most students perceived oral feedback from teachers positively based on

how it benefited them. Even though some students thought that receiving oral feedback had a sensitive side, they still realized that it had a positive impact on their achievement. Students had strongly positive attitudes toward teacher correction of errors in learning and teaching environment. The students feel that they learn more if their teacher corrects them every time. From the students' opinion above, we could see that the students see the helpfulness level of the feedback from how those feedback could detect the students' error so that they could revise them accordingly.⁵² In addition, they also said that be receiving feedbacks, they got guidance on what to write or how to correct their writing. In addition, the students also got generic as well as specific feedbacks in their writing taks. In this case, they chose to have got specific feedback because the feedback could give more detail and was seen to be clearer. Regarding the students' preference that they believed in written, specific and detail feedback were more helpful than others. For example, in generic feedback, the teacher only put underline marks or question marks to ask the students to correct that part. This sometimes would lead students to confusion or even misunderstanding. This misunderstanding in doing the revision would result in other error, which sometimes more

⁵² Irawan.

several in their task. The difference between previous research and my current research lies in the participants and research methods; Research by Erfi Irawan and Kisman Salija chose a teacher and student as participants, then he used observation and interview methods. To collect the data of the research, three kinds of instrument were used namely, audio recording, field notes, and semi-structured interview. By activity, the researcher observed and recorded the teaching and learning process. The observation was conducted through making field notes. Afterwards, the teachers and students were interviewed about the use of oral feedback in EFL classroom interaction. The data from audio recording were transcribed. The result of observation and interview were analyzed. Afterwards, the process of coding was applied and categorized based on the research questions addressed. The next process was displaying the data in descriptive explanation and table. In contrast, my current research focuses on students, and uses questionnaires and interviews with students. At this point the findings of a questionnaire to decide students' experiences toward corrective teacher feedback in writing class. The questionnaire was filled out using a Google Form, and 43 students from the 5th semester who were majoring in English education had completed it. Statements about

students' experiences are made up of 10 statements. The statement given to students is about the feedback given by the teacher in the writing class and the type of feedback that is often used in class. Students were also asked how important feedback was from the teacher in the writing class. Then, the findings from the interview were to find out about how students have a perspective on corrective feedback and how teachers provide feedback in writing classes. Interviews were conducted with representatives of 12 students via WhatsApp chat. To find interview participants, the researcher looked at the answers from the respondents' questionnaires. If the answer matches the criteria of the interview participant, the researcher then contacts the class leader to get a contact person for the interview participant.

In conclusion, from the students' opinion, teacher's feedback was considered important, helpful, and sufficient enough to improve the quality of students' writings. By using corrective feedback from their teacher, they could know which part had rooms for improvements so that they could do better writing in their final tasks. Students think feedback on tasks as being important in identifying their strengths and weaknesses, enhancing motivation and improving future grades.

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents conclusions designed from research findings and discussion supported by previous chapters. Suggestions will be included for several parties involved with this research, ending with the authors closing statement.

A. Conclusion

Corrective feedback from the teacher is really needed by students to improve students' writing skills. Based on the previous chapter that the researcher has explained, there are two types of corrective feedbacks: written feedback and oral feedback. Written feedback consist of 2 parts, direct feedback and indirect feedback. The questionnaire was filled out using a Google Form with 43 students and from the 5rd semester and Interviews were conducted with representatives of 12 students via WhatsApp chat. The result of this research shows that from the questionnaire, most of the students (81.4%) agree that the teacher always gives feedback on students writing assignment. The English teachers at English department implemented oral and written corrective feedback in teaching learning process. Based on the interview responses from participants, the result indicates that the type of corrective feedback that the teacher use in writing classis oral and written feedback.

The student stated that the teacher prefer give written feedback with indirect, then next explained in front of class and face to face with the students. In operating oral corrective feedback, the teacher explain directly the mistake that exist on student writing. The teacher correct students' writing and immediately explain in front of the class, sometime the teacher provide oral feedback but not always in front of class, can also when the teacher discussed the errors on students writing assignments when face to face with the student. Different from written corrective feedback the teacher used direct feedback, and indirect feedback. In direct corrective feedback the teacher gave direct corrective feedback by indicating the students' writing error with the correct form, the teacher often used underline and circle sign to show the error word and put the correct word above or under the word. While in indirect corrective feedback, the teacher gave feedback by indicating the student error using signs without provided the correct form, the teacher used underline sign to show the error word, but did not put the correct form. The teacher also used the question mark if the word or sentence was unclear.

B. Suggestion

The researcher would like to give some suggestions related to this research. The suggestions that the researcher can give to several parties including :

1. For the Students

As a result of this research, student can learn from every written feedback or oral feedback given by teacher on their writing, in order that they can easily compose a good English writing afterwards.

2. For the Teachers

Specifically who teach writing skill, there are many types of corrective feedback. The teacher should vary feedback while making error correction on the students' written. For example, not only can the teachers mostly apply oral corrective feedback, but the teachers can also apply other types of written corrective feedback, such as direct feedback or indirect feedback.

3. For the Future Researchers

This research has limited discussions which only focus on corrective feedbacks in writing class at english department applied by the English teacher. Therefore, other researchers can investigate the students perception toward written or oral corrective feedback applied.

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APPENDICES

Appendix 1

Questionnaire Guidelines

Corrective Teacher Feedbacks In Writing Class At English Department.

A. Identitas Diri

Name :

Whatsapp Number :

B. Petunjuk Pengisian

1. Tulislah identitas diri anda pada halaman yang telah disediakan.
2. Bacalah dengan teliti setiap pernyataan dan pertanyaan yang diberikan.
3. Jawablah semua pernyataan dan pertanyaan sesuai dengan situasi / keadaan yang anda alami.
4. Usahakan semua pernyataan dan pertanyaan diisi sesuai dengan pendapat pribadi.

Questionnaire students experiences and preferences for teacher corrective feedback

No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The teacher always gives feedback on students writing assignments (Guru				

	selalu memberikan feedback terhadap tugas menulis siswa).				
2.	Teacher feedback in writing class is essential for students (Feedback dari guru di kelas menulis sangat penting bagi siswa).				
3.	The teacher provided feedback objectively (Guru memberikan feedback secara objektif).				
4.	The teacher gave written feedback in students writing assignments (Guru memberikan feedback tertulis pada tugas menulis siswa).				
5.	Students can understand feedback from the teacher on students writing assignments (Siswa dapat memahami feedback dari guru				

	pada tugas menulis siswa).				
6.	The teacher provides feedback to students with the correct form (Guru memberikan feedback kepada siswa dengan bentuk yang benar/langsung memberi jawaban yang benar).				
7.	The teacher indicates an error exists but doesn't provide the correct answer (Guru menunjukkan ada kesalahan (hanya di beri tanda) tetapi tidak memberikan jawaban yang benar).				
8.	The teacher gives oral feedback In classroom activity in front of other students (Guru memberikan feedback secara lisan dalam kegiatan kelas di depan siswa lain).				

9.	The teacher discussed the errors on students writing assignments when the teacher returned it (Guru mendiskusikan kesalahan pada tugas menulis siswa ketika guru mengembalikan tugas tersebut).				
10.	Feedback on students writing assignments from The teacher is more optimal than feedback from friends (Feedback terhadap tugas menulis siswa dari guru lebih optimal daripada feedback dari teman).				

Appendix 2

Interview Guidelines

Corrective Teacher Feedbacks In Writing Class At English Department.

Interview Transcript of The student in English Education Department

No :	Questions
1.	What do you know about teacher feedback? Especially in writing class? (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
2.	Are you often given feedback by the teacher? (Apakah kamu sering diberi Feedback oleh guru?)
3.	What types of feedback do teachers often give? Written feedback, Oral feedback, or both? (Apakah jenis Feedback yang sering diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)
4.	Does the teacher always give specific instructions or signs to correct your writing? (Apakah guru selalu memberi petunjuk atau tanda tertentu ketika mengoreksi tulisanmu?)
5.	Does the teacher immediately correct the mistakes in your writing? (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)
6.	Does the teacher correct students' writing and immediately explain in front of the class? (Apakah guru mengoreksi tulisan siswa dan langsung menjelaskan di depan kelas?)

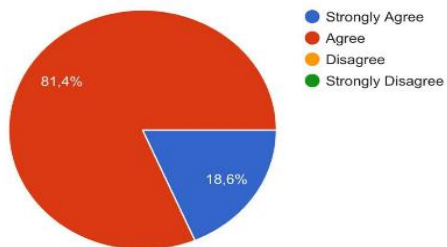
7.	Is the feedback given by the teacher clear and easy to understand? (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)
8.	In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why? (Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written feedback, Oral Feedback, atau kedua-duanya? Mengapa?)
9.	In your opinion, is feedback from the teacher important for students? Why? (Menurut kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?)

Appendix 3

Questionnaire Result Diagram

1. The teacher always gives feedback on students writing assignments (Guru selalu memberikan feedback terhadap tugas menulis siswa).
43 jawaban

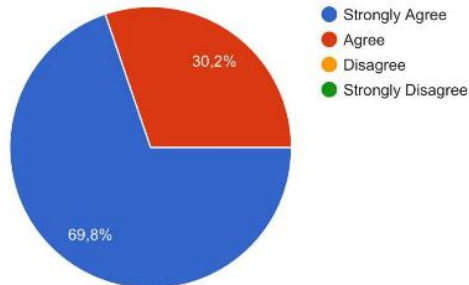
 Salin



2. Teacher feedback in writing class is essential for students (Feedback dari guru di kelas menulis sangat penting bagi siswa).



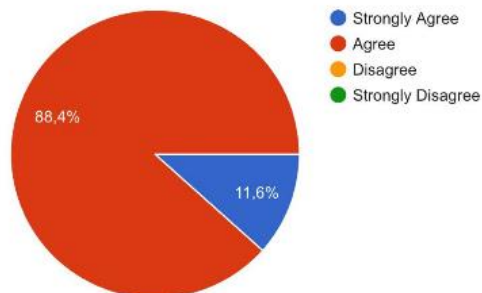
43 jawaban



3. The teacher provided feedback objectively (Guru memberikan feedback secara objektif).



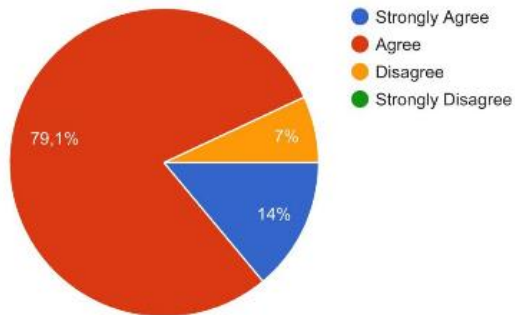
43 jawaban



4. The teacher gave written feedback
in students writing assignments
(Guru memberikan feedback tertulis
pada tugas menulis siswa).

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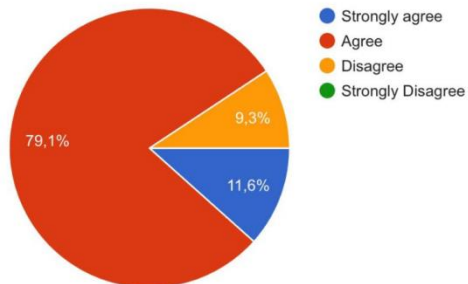
43 jawaban



5. Students can understand feedback
from the teacher on students writing
assignments (Siswa dapat
memahami feedback dari guru pada
tugas menulis siswa).

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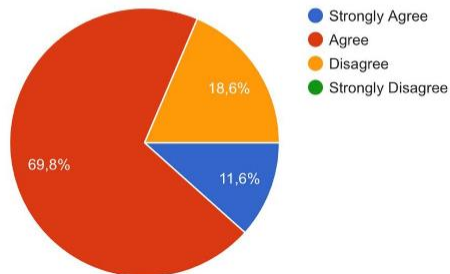
43 jawaban



6. The teacher provides feedback to students with the correct form (Guru memberikan feedback kepada siswa dengan bentuk yang benar/langsung memberi jawaban yang benar).



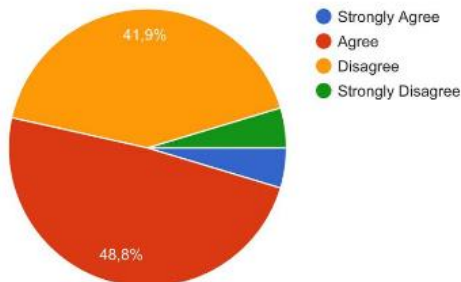
43 jawaban



7. The teacher indicates an error exists but doesn't provide the correction/the right answer. (Guru menunjukkan ada kesalahan (hanya di beri tanda) tetapi tidak memberikan koreksi/jawaban yang benar).



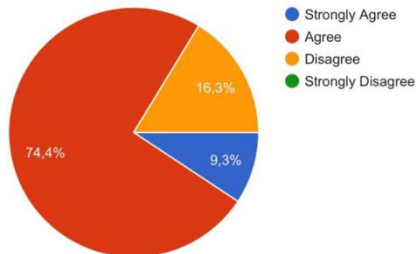
43 jawaban



8. The teacher gives oral feedback In classroom activity in front of other students (Guru memberikan feedback secara lisan dalam kegiatan kelas di depan siswa lain).



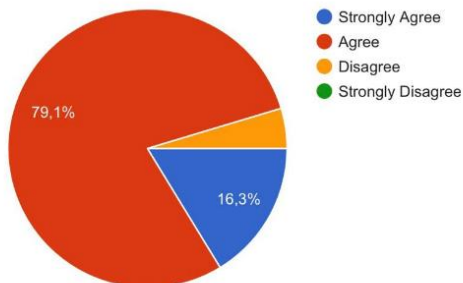
43 jawaban



9. The teacher discussed the errors on students writing assignments when the teacher returned it (Guru mendiskusikan kesalahan pada tugas menulis siswa ketika guru mengembalikan tugas tersebut).



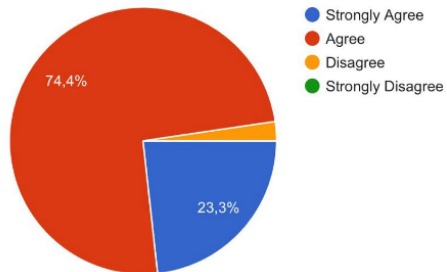
43 jawaban



10. Feedback on students writing assignments from The teacher is more optimal than feedback from friends (Feedback terhadap tugas menulis siswa dari guru lebih optimal daripada feedback dari teman).



43 jawaban



Appendix 4

Interview Result Transcript

a. Interview Transcript 1

Name : Nurus Sholihah

NIM : 2003046003

Speakers	Utterances
Interviewer :	<i>What do you know about teacher feedback? Especially in writing class?</i> (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
NS :	Teacher feedback is a teachers feedback to students in providing information about whether or not students answer to the question given are correct, accompanied by additional information in the form of explanations/corrections.
Interviewer :	<i>Are you often given feedback by the teacher?</i> (Apakah kamu sering diberi Feedback oleh guru?)
NS :	Often.
Interviewer :	<i>What types of feedback do teachers often give? Written feedback, Oral feedback, or both?</i> (Apakah jenis Feedback yang sering diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)
NS :	Both of them, written feedback and oral feedback.
Interviewer :	<i>Does the teacher always give specific instructions or signs to correct your writing?</i> (Apakah guru selalu memberi petunjuk atau tanda tertentu ketika mengoreksi tulisanmu?)
NS :	Yes, sometime teacher give a specific instruction.

Interviewer :	<i>Does the teacher immediately correct the mistakes in your writing?</i> (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)
NS :	Not always. Usually the teacher just give a sign without giving an explanation or a correction of the error.
Interviewer :	<i>Does the teacher correct students' writing and immediately explain in front of the class?</i> (Apakah guru mengoreksi tulisan siswa dan langsung menjelaskan di depan kelas?)
NS :	Yes, usually only explained verbally in front of the class.
Interviewer :	<i>Is the feedback given by the teacher clear and easy to understand?</i> (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)
NS :	Yes, clear enough and easy to understand.
Interviewer :	<i>In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why?</i> (Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written feedback, Oral Feedback, atau kedua-duanya? Mengapa?)
NS :	I think, Oral feedback. Because with oral feedback, I as a student will get a more detailed explanation from the teacher about my mistake in writing. So that it will make it easier for me to correct my writing mistakes.
Interviewer :	<i>In your opinion, is feedback from the teacher important for students? Why?</i> (Menurut kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?)
NS :	I think it's very important. The feedback will be a note or reminder for student to improve

	their skills that are still lacking. If in teaching process the teacher doesn't provide feedback, then students will not know the shortcomings that must be corrected.
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b. Interview Transcript 2

Name : Salsa Firda Salwa

NIM : 2003046017

Speakers	Utterances
Interviewer :	<i>What do you know about teacher feedback? Especially in writing class?</i> (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
SF :	When student make a writing like write a story or letter and the teacher check how the vocabulary or the grammatical every sentence.
Interviewer :	<i>Are you often given feedback by the teacher?</i> (Apakah kamu sering diberi Feedback oleh guru?)
SF :	Of course, because I'm beginner in English and still need my teacher to correct it.
Interviewer :	<i>What types of feedback do teachers often give? Written feedback, Oral feedback, or both?</i> (Apakah jenis Feedback yang sering diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)
SF :	I think if I have to choose one of them, written feedback is often do by teacher, but usually teacher will give oral feedback to make student understand more.
Interviewer :	<i>Does the teacher always give specific instructions or signs to correct your writing?</i> (Apakah guru selalu memberi petunjuk

	atau tanda tertentu ketika mengoreksi tulisanmu?)
SF :	Ya, my teacher always give specific sign to correct my writing because she understand that it's help me to understanding what she means.
Interviewer :	<i>Does the teacher immediately correct the mistakes in your writing?</i> (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)
SF :	Yes, sometime teacher give a clue and always to the point.
Interviewer :	<i>Does the teacher correct students' writing and immediately explain in front of the class?</i> (Apakah guru mengoreksi tulisan siswa dan langsung menjelaskan di depan kelas?)
SF :	Sure, my teacher always did that.
Interviewer :	<i>Is the feedback given by the teacher clear and easy to understand?</i> (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)
SF :	As long as I think it's clear and easy for me to understand.
Interviewer :	<i>In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why?</i> (Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written feedback, Oral Feedback, atau kedua-duanya? Mengapa?)
SF :	I think both of them is very important, written feedback can help to remember the point of mistake and oral feedback can help to clear understand what the teacher means.
Interviewer :	<i>In your opinion, is feedback from the teacher important for students? Why?</i> (Menurut

	kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?
SF :	Yes. Very important, because with the feedback we know what is the mistake on our writing and we can use that to be good in writing.

c. Interview Transcript 3

Name : Adisty Mayla Fayza

NIM : 2003046026

Speakers	Utterances
Interviewer :	<i>What do you know about teacher feedback? Especially in writing class?</i> (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
AM :	I think, the teacher give a comment in our task.
Interviewer :	<i>Are you often given feedback by the teacher?</i> (Apakah kamu sering diberi Feedback oleh guru?)
AM :	Yaa, of course.
Interviewer :	<i>What types of feedback do teachers often give? Written feedback, Oral feedback, or both?</i> (Apakah jenis Feedback yang sering diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)
AM :	Written and oral feedback.
Interviewer :	<i>Does the teacher always give specific instructions or signs to correct your writing?</i> (Apakah guru selalu memberi petunjuk atau tanda tertentu ketika mengoreksi tulisanmu?)
AM :	Yes, the teacher wil definitely tell you if there is an error on the assignment.

Interviewer :	<i>Does the teacher immediately correct the mistakes in your writing?</i> (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)
AM :	I don't think so.
Interviewer :	<i>Does the teacher correct students' writing and immediately explain in front of the class?</i> (Apakah guru mengoreksi tulisan siswa dan langsung menjelaskan di depan kelas?)
AM :	Yaa, the teacher corrects but doesn't always explain in front of class.
Interviewer :	<i>Is the feedback given by the teacher clear and easy to understand?</i> (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)
AM :	Yes, I think so. I understand with feedback from the teacher.
Interviewer :	<i>In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why?</i> (Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written feedback, Oral Feedback, atau kedua-duanya? Mengapa?)
AM :	Written feedback, because it's easier to understand.
Interviewer :	<i>In your opinion, is feedback from the teacher important for students? Why?</i> (Menurut kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?)
AM :	Of course. It is important because it makes it easier for students to understand that there is an error in their assignment.

d. Interview Transcript 4

Name : Aida Nur Khamidah

NIM : 2003046033

Speakers	Utterances
Interviewer :	<i>What do you know about teacher feedback? Especially in writing class?</i> (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
AN :	Feedback is the teachers way of providing correction to what the students are doing. Feedback in writing class is very necessary, it will help student in practicing writing.
Interviewer :	<i>Are you often given feedback by the teacher?</i> (Apakah kamu sering diberi Feedback oleh guru?)
AN :	Yeah, I'm often given feedback, because I'm not good in writing, especially when it comes to writing essays.
Interviewer :	<i>What types of feedback do teachers often give? Written feedback, Oral feedback, or both?</i> (Apakah jenis Feedback yang sering diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)
AN :	Written and oral feedback.
Interviewer :	<i>Does the teacher always give specific instructions or signs to correct your writing?</i> (Apakah guru selalu memberi petunjuk atau tanda tertentu ketika mengoreksi tulisanmu?)
AN :	Yess.
Interviewer :	<i>Does the teacher immediately correct the mistakes in your writing?</i> (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)

AN :	No, my teacher always give feedback. If I do so many mistake, my teacher will give so many note.
Interviewer :	<i>Does the teacher correct students' writing and immediately explain in front of the class?</i> (Apakah guru mengoreksi tulisan siswa dan langsung menjelaskan di depan kelas?)
AN :	Sometimes.
Interviewer :	<i>Is the feedback given by the teacher clear and easy to understand?</i> (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)
AN :	Sometimes, when feedback is written, I often don't understand what it means if it's not explained directly. Sometimes there are some teachers writing that I can't read.
Interviewer :	<i>In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why?</i> (Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written feedback, Oral Feedback, atau keduanya? Mengapa?)
AN :	I think oral feedback, because it will be easier to understand, and can ask directly what is not understood.
Interviewer :	<i>In your opinion, is feedback from the teacher important for students? Why?</i> (Menurut kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?)
AN :	This is important because it will really help students in developing students abilities.

e. Interview Transcript 5

Name : Nadiatul Mardhiyah

NIM : 2003046016

Speakers	Utterances
Interviewer :	<i>What do you know about teacher feedback? Especially in writing class?</i> (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
NM :	Teacher feedback is important educational strategy for encouraging engagement in educational support between teachers and students.
Interviewer :	<i>Are you often given feedback by the teacher?</i> (Apakah kamu sering diberi Feedback oleh guru?)
NM :	Yes, I'm often get feedback by the teacher.
Interviewer :	<i>What types of feedback do teachers often give? Written feedback, Oral feedback, or both?</i> (Apakah jenis Feedback yang sering diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)
NM :	Written and oral feedback.
Interviewer :	<i>Does the teacher always give specific instructions or signs to correct your writing?</i> (Apakah guru selalu memberi petunjuk atau tanda tertentu ketika mengoreksi tulisanmu?)
NM :	Yes, sometime I get it.
Interviewer :	<i>Does the teacher immediately correct the mistakes in your writing?</i> (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)
NM :	Not always, usually teacher give a clue first, then give a correct answer.
Interviewer :	<i>Does the teacher correct students' writing and immediately explain in front of the</i>

	<i>class? (Apakah guru mengoreksi tulisan siswa dan langsung menjelaskan di depan kelas?)</i>
NM :	Sometimes, yes.
Interviewer :	<i>Is the feedback given by the teacher clear and easy to understand? (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)</i>
NM :	Yes, I understand after the teacher explained it.
Interviewer :	<i>In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why? (Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written feedback, Oral Feedback, atau keduanya? Mengapa?)</i>
NM :	Written and oral feedback, because provides students with more chances to negotiate and clarify with their teacher about their writing and it is assumed as an alternative to written feedback.
Interviewer :	<i>In your opinion, is feedback from the teacher important for students? Why? (Menurut kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?)</i>
NM :	The teacher feedback is important because can provide the students with suggestions for development, learning strategies, and corrections for errors.

f. Interview Transcript 6

Name : Izza Adelia

NIM : 2003046019

Speakers	Utterances
Interviewer :	<i>What do you know about teacher feedback? Especially in writing class?</i> (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
IA :	It's like teacher give a comment or correction toward our writing.
Interviewer :	<i>Are you often given feedback by the teacher?</i> (Apakah kamu sering diberi Feedback oleh guru?)
IA :	Yes, my teacher always give a feedback.
Interviewer :	<i>What types of feedback do teachers often give? Written feedback, Oral feedback, or both?</i> (Apakah jenis Feedback yang sering diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)
IA :	It's mostly oral feedback and written feedback.
Interviewer :	<i>Does the teacher always give specific instructions or signs to correct your writing?</i> (Apakah guru selalu memberi petunjuk atau tanda tertentu ketika mengoreksi tulisanmu?)
IA :	Yes, it's often.
Interviewer :	<i>Does the teacher immediately correct the mistakes in your writing?</i> (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)
IA :	Nope, sometimes my teacher just give a clue, which one that is incorrect, but not give clear correction.
Interviewer :	<i>Does the teacher correct students' writing and immediately explain in front of the class?</i> (Apakah guru mengoreksi tulisan

	siswa dan langsung menjelaskan di depan kelas?)
IA :	Yeah, my teacher does, but not explain it immediately in front of the class.
Interviewer :	<i>Is the feedback given by the teacher clear and easy to understand?</i> (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)
IA :	Hm, it's quite understandable.
Interviewer :	<i>In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why?</i> (Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written feedback, Oral Feedback, atau keduanya? Mengapa?)
IA :	I prefer written feedback, because I'm easily forget what I just heard, so it's better with written feedback rather than oral feedback, for me.
Interviewer :	<i>In your opinion, is feedback from the teacher important for students? Why?</i> (Menurut kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?)
IA :	Yes, it's important, because we won't know if our written is incorrect without any feedback from teacher.

g. Interview Transcript 7

Name : Dini Kumala Andriyani

NIM : 2003046002

Speakers	Utterances
Interviewer :	<i>What do you know about teacher feedback? Especially in writing class?</i> (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
DK :	Based on what I know, teacher feedback in writing class is information that is given to the student about the student performance related to learning goals or outcomes for the students improvement of writing skill.
Interviewer :	<i>Are you often given feedback by the teacher?</i> (Apakah kamu sering diberi Feedback oleh guru?)
DK :	Yes, when I had some misatake in writing, my teacher often gave me some feedback.
Interviewer :	<i>What types of feedback do teachers often give? Written feedback, Oral feedback, or both?</i> (Apakah jenis Feedback yang sering diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)
DK :	I think, both. Oral feedback and written feedback.
Interviewer :	<i>Does the teacher always give specific instructions or signs to correct your writing?</i> (Apakah guru selalu memberi pentunjuk atau tanda tertentu ketika mengoreksi tulisanmu?)
DK :	Yes, she always circles the incorrect part of my writing.
Interviewer :	<i>Does the teacher immediately correct the mistakes in your writing?</i> (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)
DK :	Yes, sometimes.

Interviewer :	<i>Does the teacher correct students' writing and immediately explain in front of the class? (Apakah guru mengoreksi tulisan siswa dan langsung menjelaskan di depan kelas?)</i>
DK :	Yes, sometimes but without telling the name of the student who has incorrect writing.
Interviewer :	<i>Is the feedback given by the teacher clear and easy to understand? (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)</i>
DK :	Yes, but sometimes in written feedback, the teacher only circles the incorrect part of my writing without giving any explanation as why it is incorrect.
Interviewer :	<i>In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why? (Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written feedback, Oral Feedback, atau keduanya? Mengapa?)</i>
DK :	I would prefer oral feedback because spoken feedback can be more understandable for me.
Interviewer :	<i>In your opinion, is feedback from the teacher important for students? Why? (Menurut kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?)</i>
DK :	Yes, of course. Because teacher feedback can improve our learning process.

h. Interview Transcript 8

Name : Madiha Majdah Alafiaty

NIM : 2003046005

Speakers	Utterances
Interviewer :	<i>What do you know about teacher feedback? Especially in writing class?</i> (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
MA :	It's the feedback or correction from the teacher after the students are accomplish the writing task that has been given by the teacher.
Interviewer :	<i>Are you often given feedback by the teacher?</i> (Apakah kamu sering diberi Feedback oleh guru?)
MA :	Yes, sometimes.
Interviewer :	<i>What types of feedback do teachers often give? Written feedback, Oral feedback, or both?</i> (Apakah jenis Feedback yang sering diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)
MA :	Both, sometime written feedback (the teacher will underline the error part and give correction by providing the right word or sentence). Sometime oral feedback, the teacher point some error and told everyone in class how to do it in the right way.
Interviewer :	<i>Does the teacher always give specific instructions or signs to correct your writing?</i> (Apakah guru selalu memberi pentunjuk atau tanda tertentu ketika mengoreksi tulisanmu?)
MA :	Not always, but most of the time yes, they did.
Interviewer :	<i>Does the teacher immediately correct the mistakes in your writing?</i> (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)

MA :	No, sometimes we do it in the next meeting after the task was given
Interviewer :	<i>Does the teacher correct students' writing and immediately explain in front of the class? (Apakah guru mengoreksi tulisan siswa dan langsung menjelaskan di depan kelas?)</i>
MA :	Yes, the teacher explain it in front of class.
Interviewer :	<i>Is the feedback given by the teacher clear and easy to understand? (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)</i>
MA :	In my opinion, it is easy to understand because after giving the correction orally in front of the class and tell the right way to write the sentence, the teacher also ask the student to give one correct example.
Interviewer :	<i>In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why? (Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written feedback, Oral Feedback, atau keduanya? Mengapa?)</i>
MA :	Both, for me the most important think is the teacher provide feedback oral or written, so I can understand more about writing class and know which one is wrong. So, the next time I can do it in a correct way.
Interviewer :	<i>In your opinion, is feedback from the teacher important for students? Why? (Menurut kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?)</i>

MA :	Yes, of course it is important to give the student more understanding about the material.
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i. Interview Transcript 9

Name : Lailatus Sachawa

NIM : 2003046032

Speakers	Utterances
Interviewer :	<i>What do you know about teacher feedback? Especially in writing class?</i> (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
LS :	Teacher feedback is when the teacher give correction in student assignment especially in writing.
Interviewer :	<i>Are you often given feedback by the teacher?</i> (Apakah kamu sering diberi Feedback oleh guru?)
LS :	Yes, sometime our the teacher give feedback in the class.
Interviewer :	<i>What types of feedback do teachers often give? Written feedback, Oral feedback, or both?</i> (Apakah jenis Feedback yang sering diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)
LS :	Both, written and oral feedback.
Interviewer :	<i>Does the teacher always give specific instructions or signs to correct your writing?</i> (Apakah guru selalu memberi pentunjuk atau tanda tertentu ketika mengoreksi tulisanmu?)
LS :	Yes, usually the teacher give correction use red pen and make underline in the wrong sentence.

Interviewer :	<i>Does the teacher immediately correct the mistakes in your writing?</i> (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)
LS :	Not always, sometime just give a sign and sometime justified rightaway.
Interviewer :	<i>Does the teacher correct students' writing and immediately explain in front of the class?</i> (Apakah guru mengoreksi tulisan siswa dan langsung menjelaskan di depan kelas?)
LS :	Yes, after given correction, the teacher explained it to the students.
Interviewer :	<i>Is the feedback given by the teacher clear and easy to understand?</i> (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)
LS :	Yes, because the teacher explained clearly.
Interviewer :	<i>In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why?</i> (Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written feedback, Oral Feedback, atau keduanya? Mengapa?)
LS :	I think, I prefer to written feedback, because I more understand when I'm notified of my writing errors using the sign and clue.
Interviewer :	<i>In your opinion, is feedback from the teacher important for students? Why?</i> (Menurut kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?)

LS :	Yes, of course. Because the feedback from the teacher can help students to improve students abilities in writing.
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j. Interview Transcript 10

Name : Sarmila Darma Wijayani

NIM : 2003046018

Speakers	Utterances
Interviewer :	<i>What do you know about teacher feedback? Especially in writing class?</i> (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
SD :	In my opinion, teacher feedback is correction from the teacher in our task, the teacher give feedback on some errors in the student assignment sheet.
Interviewer :	<i>Are you often given feedback by the teacher?</i> (Apakah kamu sering diberi Feedback oleh guru?)
SD :	Yes, sometimes the teacher gives feedback in my writing.
Interviewer :	<i>What types of feedback do teachers often give? Written feedback, Oral feedback, or both?</i> (Apakah jenis Feedback yang sering diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)
SD :	Both, written feedback and oral feedback.
Interviewer :	<i>Does the teacher always give specific instructions or signs to correct your writing?</i> (Apakah guru selalu memberi pentunjuk atau tanda tertentu ketika mengoreksi tulisanmu?)
SD :	Of course. When the teacher give feedback in my book, she always puts a mark on the wrong writing.

Interviewer :	<i>Does the teacher immediately correct the mistakes in your writing? (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)</i>
SD :	Yes, sometimes but not always.
Interviewer :	<i>Does the teacher correct students' writing and immediately explain in front of the class? (Apakah guru mengoreksi tulisan siswa dan langsung menjelaskan di depan kelas?)</i>
SD :	I think yes, sometime.
Interviewer :	<i>Is the feedback given by the teacher clear and easy to understand? (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)</i>
SD :	Yes, I understand better when the teacher give explanation or marks on my writing. So, I know where the fault lies.
Interviewer :	<i>In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why? (Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written feedback, Oral Feedback, atau keduanya? Mengapa?)</i>
SD :	I think it is more effective to use oral feedback, considering that in the way it is delivered, students will more easily grasp the information provided by the teacher. But in certain cases written feedback is also needed, so that students also know where the writing is wrong in an assignment in a written lesson, for example wrong in writing, wrong in word choice, teacher condition or give other signs.

Interviewer :	<i>In your opinion, is feedback from the teacher important for students? Why?</i> (Menurut kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?)
SD :	Very important. Because it makes a reference material for students whether she is able to carry out the task or not, mastery of the material also has an effect, with the feedback that the teacher gives of course student will find it easier to know where is wrong or lack of understanding of a material that the teacher provides. So that by giving feedback, it is hoped that it can improve students understanding and abilities in the lesson given.

k. Interview Transcript 11

Name : Faizatul Khumairotiz Zahro

NIM : 2003046008

Speakers	Utterances
Interviewer :	<i>What do you know about teacher feedback? Especially in writing class?</i> (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
FK :	In my opinion, teacher feedback is something that is given by the teacher after the student has done a task/assignment.
Interviewer :	<i>Are you often given feedback by the teacher?</i> (Apakah kamu sering diberi Feedback oleh guru?)
FK :	Often, but not all assignment are always given feedback.
Interviewer :	<i>What types of feedback do teachers often give? Written feedback, Oral feedback, or both?</i> (Apakah jenis Feedback yang sering

	diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)
FK :	In my class, the teacher give oral feedback first, after that the teacher give with written feedback.
Interviewer :	<i>Does the teacher always give specific instructions or signs to correct your writing?</i> (Apakah guru selalu memberi petunjuk atau tanda tertentu ketika mengoreksi tulisanmu?)
FK :	Not always, but sometimes yes.
Interviewer :	<i>Does the teacher immediately correct the mistakes in your writing?</i> (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)
FK :	Yes, sometimes.
Interviewer :	<i>Does the teacher correct students' writing and immediately explain in front of the class?</i> (Apakah guru mengoreksi tulisan siswa dan langsung menjelaskan di depan kelas?)
FK :	Yes, the teacher often corrects the writing correctly in front of class and explained it.
Interviewer :	<i>Is the feedback given by the teacher clear and easy to understand?</i> (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)
FK :	Sometime I understand, but sometime I feel not to clear. Sometimes there are still some posts that are not given clear feedback.
Interviewer :	<i>In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why?</i> (Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written

	feedback, Oral Feedback, atau keduanya? Mengapa?)
FK :	I prefer both, written and oral feedback, because it makes corrections clearer and more understandable. I can read in written feedback, and I can heard in oral feedback.
Interviewer :	<i>In your opinion, is feedback from the teacher important for students? Why?</i> (Menurut kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?)
FK :	This is very important, because with the teacher providing feedback on what students are doing, students will know what is right and what is wrong in their writing.

1. Interview Transcript 12

Name : Irma Isnafia

NIM : 2003046011

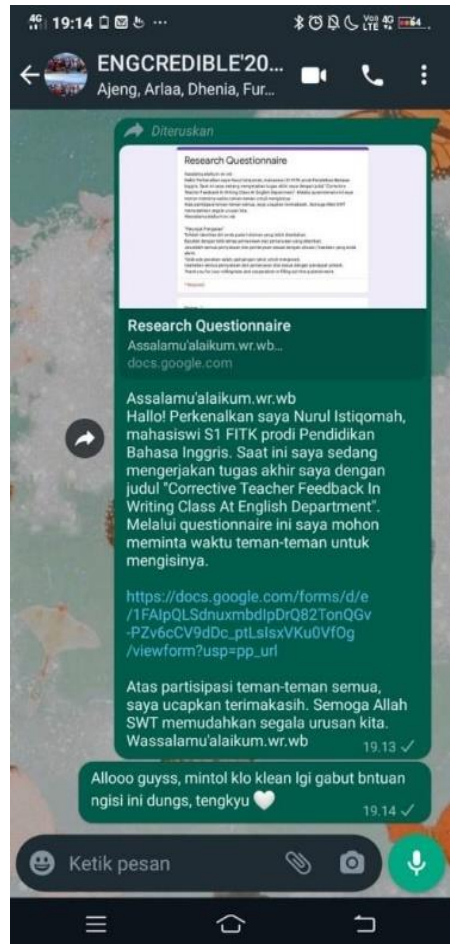
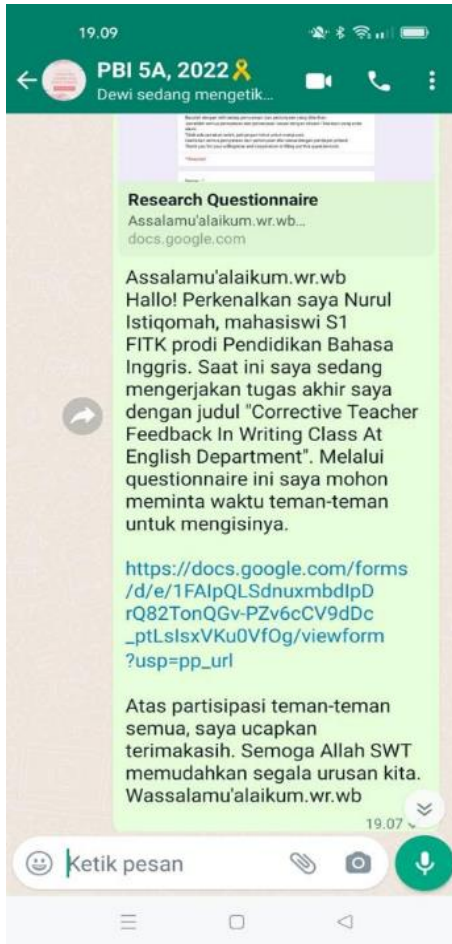
Speakers	Utterances
Interviewer :	<i>What do you know about teacher feedback? Especially in writing class?</i> (Apa yang kamu ketahui tentang Teacher Feedback ? Khususnya di kelas menulis?)
IR :	Teacher feedbacks are important to make student aware of making mistake on writing task. The findings suggested that English teacher should give written feedback to students writing task to enable them improve the skill.
Interviewer :	<i>Are you often given feedback by the teacher?</i> (Apakah kamu sering diberi Feedback oleh guru?)
IR :	Yes, I think. But sometime don't give feedback clearly.

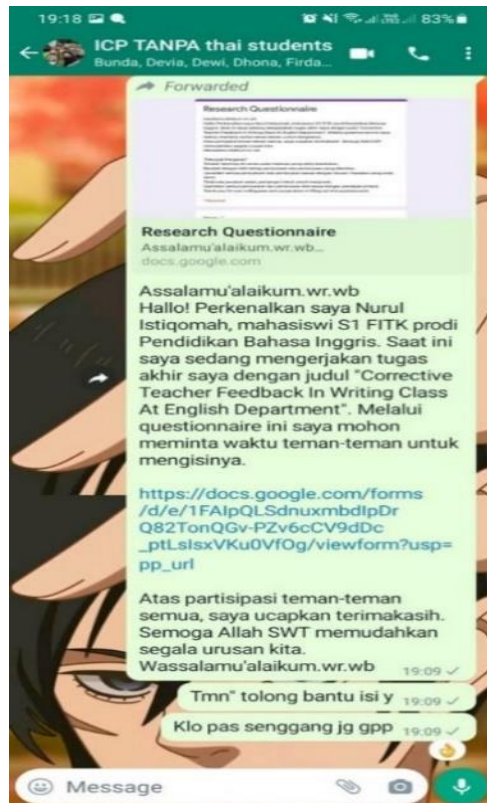
Interviewer :	<i>What types of feedback do teachers often give? Written feedback, Oral feedback, or both? (Apakah jenis Feedback yang sering diberikan oleh guru? Written Feedback, Oral Feedback, atau kedua-duanya?)</i>
IR :	Written feedback and oral feedback.
Interviewer :	<i>Does the teacher always give specific instructions or signs to correct your writing? (Apakah guru selalu memberi petunjuk atau tanda tertentu ketika mengoreksi tulisanmu?)</i>
IR :	Yes, but sometime just comment by oral feedback.
Interviewer :	<i>Does the teacher immediately correct the mistakes in your writing? (Apakah guru langsung membenarkan kesalahan pada tulisanmu?)</i>
IR :	No, teacher sometime ask me to find my own answer to correct it.
Interviewer :	<i>Does the teacher correct students' writing and immediately explain in front of the class? (Apakah guru mengoreksi tulisan siswa dan langsung menjelaskan di depan kelas?)</i>
IR :	Yes, usually the teacher explain in the class.
Interviewer :	<i>Is the feedback given by the teacher clear and easy to understand? (Apakah Feedback yang diberikan guru jelas dan mudah di pahami?)</i>
IR :	Yes, the teacher give feedback clearly and easy to understand, but sometimes I don't exactly understand.
Interviewer :	<i>In your opinion, what type of Corrective Feedback do you prefer? Written feedback, Oral feedback, or both? Why?</i>

	(Menurut kamu, jenis Corrective Feedback apa yang lebih kamu sukai? Written feedback, Oral Feedback, atau keduanya? Mengapa?)
IR :	Because the teacher feedback are important, I think oral feedback and written feedback is the best way to understanding. Written feedback as material to be read, oral feedback as explanation to be heard.
Interviewer :	<i>In your opinion, is feedback from the teacher important for students? Why?</i> (Menurut kamu, apakah feedback dari guru itu penting bagi siswa? Mengapa?)
IR :	Yes, because the feedback can help students to improve their writing skill. The written feedback is aimed to give information and advice to facilitate students improvement teachers are also expected to discuss the feedback clearly.

Appendix 5

Proof of Questionnaire Distribution via Whatsapp Group





Appendix 6

Questionnaire Documentation via Google Form

Research Questionnaire

Assalamu'alaikum.wr.wb
Hallo! Perkenalkan saya Nurul Istiqomah, mahasiswa S1 FITK prodi Pendidikan Bahasa Inggris. Saat ini saya sedang mengerjakan tugas akhir saya dengan judul "Corrective Teacher Feedback In Writing Class At English Department". Melalui questionnaire ini saya mohon meminta waktu teman-teman untuk mengisinya.
Atas partisipasi teman-teman semua, saya ucapkan terimakasih. Semoga Allah SWT memudahkan segala urusan kita.
Wassalamu'alaikum.wr.wb

nurulistiqomah735@gmail.com
(tidak dibagikan) [Ganti akun](#)

[Wajib](#)

Name : *

Jawaban Anda

WhatsApp Number : *

Jawaban Anda

1. The teacher always gives feedback on students writing assignments (Guru selalu memberikan feedback terhadap tugas menulis siswa). *

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

2. Teacher feedback in writing class is essential for students (Feedback dari guru di kelas menulis sangat penting bagi siswa). *

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

21.48 🌙
WhatsApp

docs.google.com

3. The teacher provided feedback objectively (Guru memberikan feedback secara objektif). *

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

4. The teacher gave written feedback in students writing assignments (Guru memberikan feedback tertulis pada tugas menulis siswa). *

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

32

21.49 🌙
WhatsApp

docs.google.com

7. The teacher indicates an error exists * but doesn't provide the correction (Guru menunjukkan ada kesalahan (hanya di beri tanda) tetapi tidak memberikan koreksi).

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree





8. The teacher gives oral feedback in classroom activity in front of other students (Guru memberikan feedback secara lisan dalam kegiatan kelas di depan siswa lain). *

☐ Strongly Agree


☐ Agree

☐ Disagree

☐ Strongly Disagree

21.50    

WhatsApp

docs.google.com 

9. The teacher discussed the errors on students writing assignments when the teacher returned it (Guru mendiskusikan kesalahan pada tugas menulis siswa ketika guru mengembalikan tugas tersebut).

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree


10. Feedback on students writing assignments from The teacher is more optimal than feedback from friends (Feedback terhadap tugas menulis siswa dari guru lebih optimal daripada feedback dari teman).

☐ Strongly Agree





☐ Agree

☐ Disagree

☐ Strongly Disagree

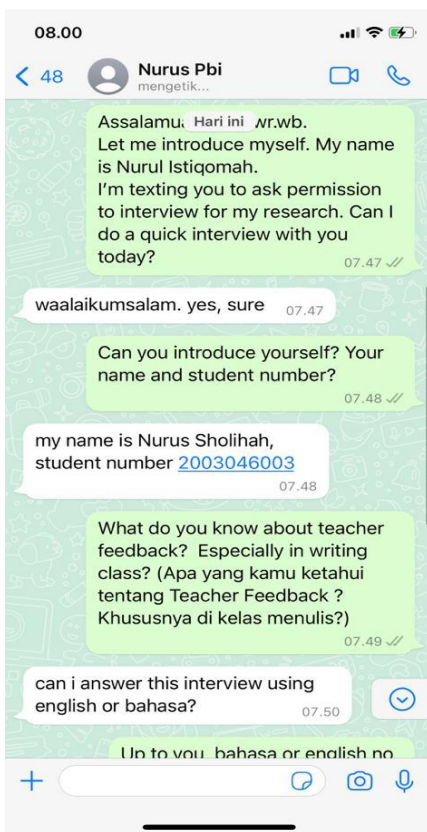
Kirim Kosongkan formulir 

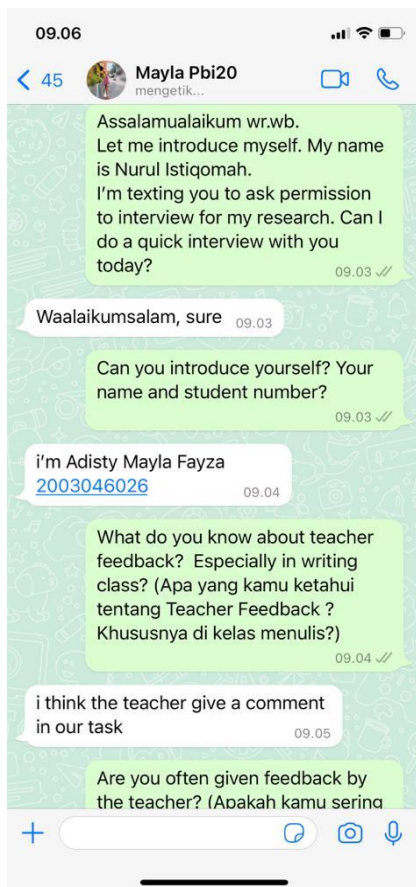
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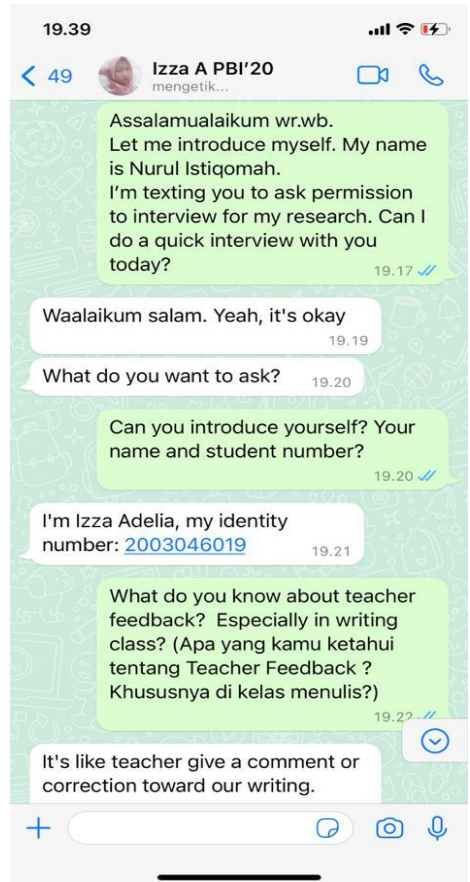
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Appendix 7

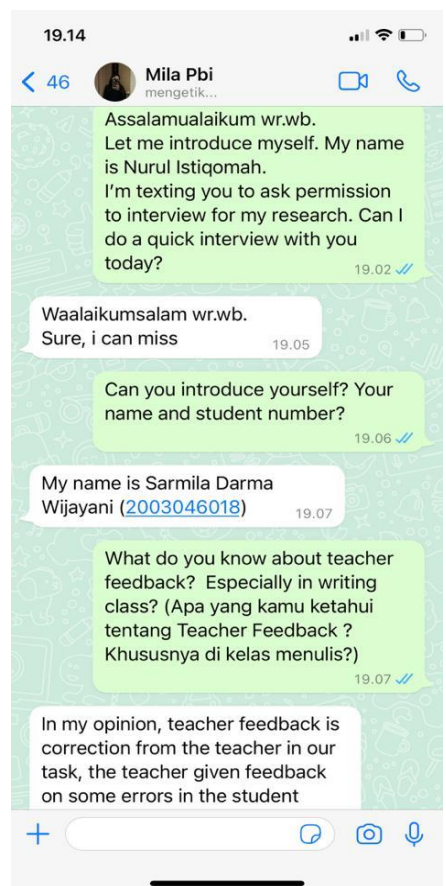
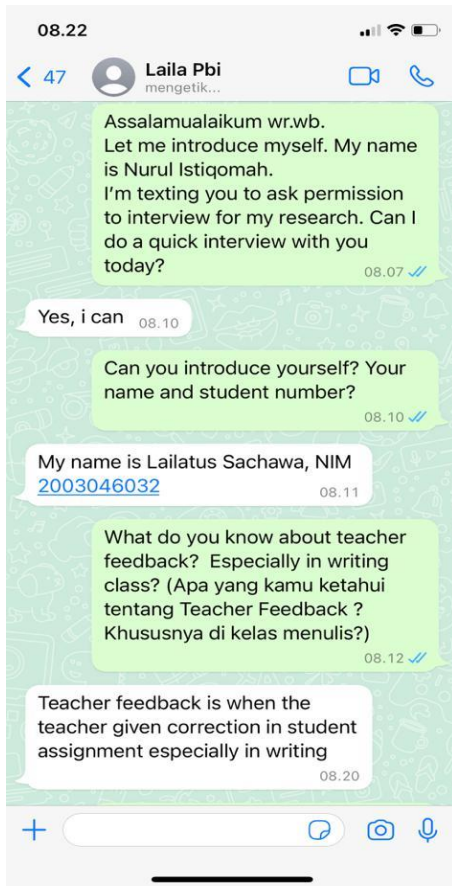
Interview Documentation via Whatsapp Chat













CURRICULUM VITAE

1. Personal Data

Name : Nurul Istiqomah
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Date of Birth : December, 20th 1998
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Religion : Islam
Gender : Female
Civic : Indonesia
Phone : 082335495010
E-mail : nurulistiqomah735@gmail.com

2. Formal Educations

- a. RA Raudlatul Jannah Wonomerto
- b. SD Negeri 2 Sentong Krejengan
- c. MTs Zainul Hasan 1 Genggong
- d. MA Zainul Hasan 1 Genggong
- e. English Education Department, Faculty of Education And Teacher Training, Walisongo State Islamic University Semarang.

Semarang, 10 December 2022

The Researcher,

Nurul Istiqomah

1703046004